



Learning Services

- **Learning Services: View by Type of Service** - view aggregate data on the learning services in which students are enrolled, included gifted and talented programs, Extended School Services and private instructional opportunities.
- **Learning Services: View by Student**- track individual student participation in learning service programs.

The ILP and Kentucky's College and Career Readiness Plan



The Kentucky Board of Education has adopted an ambitious agenda designed to improve educational outcomes for high school graduation. State policy has evolved to set goals for increase expectations, provide incentives and increased flexibility for changing the structure of schools to improve instruction, and to introduce new supports for schools engaged in this work. In response to state policy and local leadership initiatives, school systems are moving to improve educational programs and services across the Commonwealth of

Kentucky to support every student as he or she progresses in their education.

Kentucky's Secondary Agenda outlines college and career readiness goals for students. The goals reflect that by 2014, every Kentucky student will persist to high school graduation and transition to success in learning, work and citizenship supported by high quality, real world learning, a culture of high expectations, and a plan of intentional focus.

The ILP supports every aspect of Kentucky's College and Career Readiness Plan. Kentucky's student centered approach to school improvement ensures that:

- **Students** are actively engaged in a challenging curriculum based on the Individual Learning Plan and one that stretches his or her learning;
- **Educators** collaborate in professional learning communities that increase capacity to provide high quality, engaging learning experiences for every student;
- **Curriculum, instruction and assessment** are comprehensive, coherent, standards-based and include both traditional and non-traditional learning opportunities;
- **School culture** is one of excellence, with high expectations, and provides individualized supports so that every student experiences success; and
- **Leadership** organizes resources in response to student needs.

Schools that are ready to transition students into success can begin by meeting the following criteria around the ILP and advising systems:



- Every student has an ILP tailored to his or her specific educational needs and wants.
- Elective choices are tied to personal and career interests as reflected in the ILP.
- Every student is engaged in a comprehensive advising and guidance process aimed at addressing his or her individual learning needs.
- Every student and their family are active participants in exploring and planning learning experiences on at least an annual basis.
- Students are encouraged to revise their individual learning plan as their interests and aptitudes mature and develop, and extracurricular and work experiences progress.
- As part of their IP, students will be encouraged to participate in extracurricular activities at the school
- In addition to his or her family, every student has at least one adult in the building who knows them, knows their learning plan and will advocate on their behalf.
- Students have the opportunity to participate in supportive and responsive advising and guidance processes to help them identify personal strengths and support the development of interpersonal skills.
- The ILP is used as a tool to assist in transitioning to the next level of learning.
- All students have access to expanded learning opportunities as related to his or her ILP.
- The ILP implementation plan is foundational to the advising and guidance process
- Counselors, teachers, administrators and families collaborate to meet the advising and guidance needs of every student.
- Students meet regularly with at least one adult in the building to address their social, academic, and career exploration needs.
- Establish advisory groups allowing for small group interaction between teacher and students.
- Advisory teachers are able to quickly identify struggling students and work to ensure prompt intervention services for those students

Counselors and advisory teachers should collaborate to ensure all aspects of the ILP are regularly addressed, reviewed, and revised for every student.

Scheduling for Flexibility

Sample Schedules

Many schools are working hard to incorporate time for advising/mentoring and into their daily, if not weekly, schedule. Many schools are working this time in with the Intervention and Enhancement times as well. The most important thing to take into consideration is how to incorporate this time as flexibly as possible, so as not to make students choose between advising/mentoring times and classes they also want to take. Consider these sample schedules below for ideas: